DOCUMENT RESUME

ED 329 726 CE 057 204

TITLE	Teen Living 6, 8204. Home Economics Education.
INSTITUTION	Loudoun County Public Schools, Leesburg, VA.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE	Jan 89
NOTE	69p.; For related documents, see CE 057 205 and CE 057 226. Original document printed on pastel colored stock which may not reproduce well.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Basic Skills; *Career Education; Clothing; Competency Based Education; Consumer Education; *Daily Living Skills; Decision Making Skills; Grade 6; *Home Economics; Individual Development; Intermediate Grades; *Self Concept; Textiles Instruction
IDENTIFIERS	Loudon County School District VA

ABSTRACT

The Loudoun County, Virginia, middle school home economics curriculum has been designed to meet the unique needs of the early adolescent. It is based upon three major concepts: (1) basic skills; (2) self-knowledge/understanding/decision making; and (3) independence/interdependence. This guide on teen living for sixth graders includes a curriculum outline for the following five instructional units: (1) introduction; (2) kitchen basics; (3) personal development; (4) clothing and textiles; and (5) consumer education. Following the outline, a checklist for measuring competencies is given for each area. Each area includes performance objectives, criterion-referenced measures, and performance guides. A correlation with a West Virginia curriculum guide is next, which lists how each unit's learning activities relate to the three major concepts. A section on career infusion information follows, listing eight career education objectives, the relevant subject and middle school grade, and which curriculum guide and unit contains the objectives. Eleven resources are listed in this guide. (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

019616 VA890T21

ED329726

TEEN LIVING 6

HOME ECONOMICS EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H L Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LOUDOUN COUNTY PUBLIC SCHOOLS

CE 057 204

BEST COPY AVAILABLE

HOME ECONOMICS EDUCATION

Teen Living 6 8204

Loudoun County Public Schools
Leesburg, Virginia

Dr. David N. Thomas
Superintendent of Schools

Harry E. Bibb
Assistant Superintendent
of Instruction

Peter A. Fulcer, Director
Vocational & Adult Education

Lucille A. Sellers, Supervisor
Vocational Education

January, 1989

TABLE OF CONTENTS

Acknowledgements i

Introduction ii

Instructional Time Allocation iii

Instructional Outline 1-4

Competencies 5-10

Correlation of West Virginia with Loudoun County's Curriculum 11-30

Career Infusion 31-33

Resources 34

Acknowledgements

The Department of Vocational & Adult Education recognizes and appreciates the contributions made by its teachers in the development of their Guide. Each teacher's dedication to the improvement of home economics is exemplified in this combined effort.

Special gratitude is extended to the committee which reviewed the materials submitted and developed in this publication. Members of the curriculum committee were:

Barbara Baker
Ann Donaldson
Judy Engel
Connie Graham
Karen McDermott
Alia Miller
Lorraine Vogt
Dorothy Woodward

Peter A. Fulcer, Director
Vocational & Adult Education

Lucille A. Sellers, Supervisor
Vocational/Special Education

INTRODUCTION

The middle school home economics curriculum has been designed to meet the unique needs of the early adolescent. It's foundation is based upon three major concepts: Basic Skills, Self-Knowledge/Self Understanding/ Decision-Making and Independence/Interdependence.

Emphasis on the basic skills of reading, writing, communicating, using numbers, and perceiving is an integral aspect of the curriculum. Contexts for helping student acquire and consolidate basic skills is provided in each unit in relation to competencies needed in everyday life.

Self-knowledge, self-understanding and decision-making are also important aspects of the curriculum in helping students through the transitional period between childhood and adolescence. Understanding the changes taking place physically, socially, emotionally and mentally will help students cope with and accept them. Development of a positive self-image is vital to learning to deal with pressures and make wise decisions about one's life. Although the decisions made at this age are not always big decisions, they form the pattern for the future.

As the learner moves from dependence to independence, he/she must also learn interdependence to live successfully in today's world. Independence involves being able to do things for one's self. It involves self-sufficiency in doing things and making decisions. It requires development of inner resources as well as skills and abilities to perform tasks. Independence also requires self-discipline in assuming responsibility for one's self. Early adolescents need increased opportunity to exercise independence. Although students will not be fully independent for some years to come, they need to learn that independence is both a privilege and a responsibility.

As students become more independent, they must also learn to look at their actions and decisions in relation to their effects on others. The middle school home economics curriculum provides opportunities for students to learn some skills in both independent action and decision-making and in interdependent actions with peers, families, small children and other adults.

INSTRUCTIONAL TIME ALLOCATION CHART

TEEN LIVING - 6th GRADE 8204

INSTRUCTIONAL UNITS	TIME ALLOTMENT IN HOURS 10 20 30 40 50 60 70 80 90 100 110 120
KITCHEN BASICS (12)	
PERSONAL DEVELOPMENT (8)	
CLOTHING/TEXTILES (7)	
CONSUMER EDUCATION (2)	

CURRICULUM OUTLINE

LOUDOUN COUNTY PUBLIC SCHOOLS
Home Economics Education
6th Grade

TEEN LIVING

I. Introduction (1 day)

II. Kitchen Basics (12 days)

A. Basic Kitchen Safety

B. Sanitation Skills

1. Personal
2. Equipment
3. Kitchen

C. Kitchen Measurements

1. Four forms of ingredients
   a. liquid
   b. dry
   c. solid
   d. semi-solid
2. Measuring equipment
   a. measuring tools
      (1) liquid measuring cups
      (2) nested measuring cups
      (3) measuring spoons
   b. measuring helpers
      (1) rubber spatulas
      (2) metal spatulas
3. Measuring abbreviations
   a. T., Tbs., Tbsp. - Tablespoon
   b. t., tsp. - teaspoon
   c. C., c. - cup
4. Measuring techniques
   a. liquid ingredients
   b. dry ingredients
   c. semi-solid ingredients
   d. solid ingredients
   e. counted ingredients

D. Learning to Use a Recipe

1. Definition
2. Parts of recipe

   a. ingredients
   b. directions

3. Interpreting and following directions
4. Recipe terminology

   a. mix
   b. stir
   c. pre-heat
   d. bake

E. Laboratory Experience Using the Management Process

1. Time management
2. Working with others
3. Organization
4. Equipment

   a. select the proper equipment
   b. use the equipment properly
   c. student accountability for the equipment used

5. Following lab instructions
6. Food preparation
7. Evaluation

F. Practical Application of Cooking Skills

III. Personal Development (8 days)

A. Personal Roles

1. Definition of role
2. Types of roles

   a. assigned
   b. chosen

3. Responsibilities of various roles

   a. being a student
   b. being on your own at home (latch key)

B. Goals

1. Definition

2. Types of goals

a. long term
b. short term

C. Appearance and You

1. Elements of personal appearance

a. definition/grooming
b. clothing
c. personal hygiene
d. behavior/mannerisms

2. Responsibilities of personal appearance

a. personal hygiene
b. clothing first aide
(1) buttons - sew-through
(2) hem repair - slip stitch
(3) seam repair - backstitch

IV. Clothing/Textiles (Project Construction) (7 days)

A. Use of Equipment

1. Cutting equipment

a. shears
b. scissors

2. Measuring equipment

a. rule
b. tape measure

3. Marking equipment

a. tracing tool
b. tracing paper

4. Pressing equipment

a. iron
b. ironing board

5. Hand sewing equipment

a. needle
b. straight pins

B. Safety Procedures

C. Steps of Construction

1. Following directions
2. Use of a pattern
   a. layout
   b. cutting
   c. marking
3. Sewing skills
   a. straight seam
   b. hand sewing
   c. pressing
   d. finishing
4. Project as chosen by teachers

V. Consumer Education (2 days)

A. Who is a Consumer?

B. Why Buy?

1. Needs
2. Wants

C. Etiquette in the Market Place

1. Consumer
2. Business Personnel

COMPETENCIES

NAME_____
Last First Middle

CURRICULUM AREA: Teen Living 6 8204

AREA: Food Preparation

LEARNING AREA: Kitchen Basics

PERFORMANCE OBJECTIVE: The student will acquire the knowledge and skills in basic food preparation.

CRITERION REFERENCE MEASURE: Given the equipment and resources the student will prepare food items using correct cooking skills to the instructor's specifications and pass a test with 70% accuracy.

PERFORMANCE GUIDE: The student will:

LEVEL I

_____ 1. Recognize lab safety procedures.

_____ 2. Recognize sanitation procedures.

_____ 3. Recognize the following forms of ingredients:
_____a) liquid _____b) dry _____c) semi-solid
_____d) solid

_____ 4. Identify the following measuring tools:
_____a) liquid measuring cup _____b) nested measuring cups
_____c) measuring spoons

_____ 5. Identify the following measuring helpers:
_____a) rubber spatula _____b) metal spatula

_____ 6. Identify the following abbreviations:
_____a) tbsp. or T. or tbs. _____b) tsp. or t.
_____c) C. or c.

_____ 7. Apply liquid measurement skills.
_____a) technique _____b) tools

_____ 8. Apply dry measurement skills.
_____a) technique _____b) tools

_____ 9. Apply semi-solid measurement skills.
_____a) technique _____b) tools

_____10. Apply solid measurement skills.
_____a) technique _____b) tools

_____11. Define recipe.
_____a) standard _____b) narrative

_____12. Identify the following parts of a recipe:
_____a) ingredients _____b) directions

_____13. Match the following cooking terms with their definitions:
_____a) mix _____b) stir _____c) preheat
_____d) bake

_____14. Recognize basic cooking equipment used in a recipe.

_____15. Recognize and use the management process as it applies to cooking.

_____16. Apply skills in lab experience.
_____a) safety _____b) sanitation _____c) cooking

LEVEL II

_____ 1. Classify examples of the four forms of ingredients.
_____a) liquid _____b) dry _____c) semi-solid
_____d) solid

_____ 2. Interpret the abbreviations.
_____a) tbsp. or tbs. or T. _____b) tsp. or t.
_____c) C. or c.

_____ 3. Analyze components of a recipe.
_____a) ingredients _____b) directions

_____ 4. Differentiate between the following cooking terms:
_____a) mix _____b) stir _____c) preheat
_____d) bake

_____ 5. Cooperate in planning and following a team work schedule.

LEVEL III

_____ 1. Differentiate between a standard and narrative format of a recipe.

_____ 2. Evaluate each laboratory experience.

NAME: _____
Last First Middle

CURRICULUM: Teen Living 6 8204

AREA: Personal Development

LEARNING UNIT: Personal Development

PERFORMANCE OBJECTIVE: The student will acquire the knowledge and skills to recognize and understand how roles, goals and appearance affect his/her personal development.

CRITERION REFERENCE MEASURE: Given the information and resources, the student will identify, formulate and implement a plan to reach a short term goal.

Given the information and resources, the student will identify at least three (3) personal roles and describe responsibilities associated with each.

Given the instructions and resources, the student will apply the skills necessary in making a seam repair, a hem repair and attaching a sew-through button to the instructor's specifications.

Given the information and resources, the student will formulate a personal plan for being well groomed.

PERFORMANCE GUIDE:

LEVEL I

_____ 1. Recognize roles as parts we play in life.

_____ 2. Recognize the two (2) types of roles:
_____a) assigned _____b) chosen

_____ 3. Detect various role responsibilities.

_____ 4. Recognize the term goal.

_____ 5. Recognize the importance of good grooming

_____ 6. Recognize the importance of making simple repairs on clothing as needed.

_____ 7. Utilize the following clothing repair skills:
_____a) attach a sew through button
_____b) repair a seam using back stitch
_____c) repair a hem using slip stitch

LEVEL II

_____ 1. Define the term role.

_____ 2. Classify examples of the two types of roles
_____a) assigned _____b) chosen

_____ 3. Identify examples of responsibilities.

_____ 4. Define the following terms:
_____a) goal _____b) short-term goal
_____c) long-term goal

_____ 5. Discuss the elements of personal appearance.

LEVEL III

_____ 1. Explain how and why responsibilities vary with different roles.

_____ 2. Explain how short-term goals are used to reach long-term goals.

_____ 3. Transfer the use of goals to daily life.

_____ 4. Formulate a plan for being well groomed.

NAME_____
Last First Middle

CURRICULUM AREA: Teen Living 6 8204

AREA: Clothing/Textiles

LEARNING AREA: Project Construction

PERFORMANCE OBJECTIVE: The student will acquire the skills necessary to complete a basic sewing project.

CRITERION REFERENCE MEASURE: Given pattern, tools and materials, the student will construct a basic sewing project to the instructor's specifications.

PERFORMANCE GUIDE:

LEVEL I

_____ 1. Recognize and demonstrate sewing safety and sanitation.

_____ 2. Identify and use the following sewing equipment:

a. cutting - _____1) dressmakers shears _____2) embroidery scissors _____3) pinking;

b. hand sewing - _____1) needle/thread _____2) pins/pin cushion;

c. marking - _____1) tracing tool _____2) tracing paper;

d. pressing - _____1) iron _____2) ironing board

_____ 3. Identify pattern markings: _____a) cutting lines _____b) sewing/stitching line

_____ 4. Complete the following sewing preparation procedures as indicated by teacher and/or pattern instructions: _____a) pattern _____b) cutting _____c) marking

_____ 5. Complete the following sewing construction skills as in: _____a) pin fabric together _____b) sew a straight seam using regular machine stitch or backstitch _____c) hand sew _____d) press _____e) finish (pinking, wedging, clipping, etc.)

____ 6. Apply sewing skills to complete a project.

NAME _____
Last First Middle

CURRICULUM AREA: Teen Living 6 8204

AREA: Consumer Education

LEARNING AREA: Consumer Education

PERFORMANCE OBJECTIVE: The student will acquire the information to recognize and understand his/her role as a consumer in today's marketplace.

CRITERION REFERENCE MEASURE: Given information and resources, the student will identify a consumer, differentiate between needs and wants, and be able to describe appropriate consumer behavior and expectations in the marketplace to the instructor's specifications.

PERFORMANCE GUIDE: The student will:

LEVEL I

_____ 1. Recognize the consumer.

_____ 2. Distinguish between needs and wants.

_____ 3. Recognize examples of good consumer etiquette.

_____ 4. Recognize consumer expectations of business personnel.

LEVEL II

_____ 1. Identify examples of consumers.

_____ 2. Classify examples of needs and wants.

LEVEL III

_____ 1. Analyze consumer behavior, needs and wants in a given role-playing or problem-solving situation.

CORRELATION OF WEST VIRGINIA CURRICULUM WITH TEEN LIVING 6

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: III PERSONAL DEVELOPMENT WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
A. Personal Roles 1. Definition of role 2. Types of Roles a. assigned b. chosen 3. Responsibilities of various roles	5.0 CLOTHING/TEXTILES 5.30 Communicating 5.32 Communicating Roles I-CT-20 Supplements 5.32 Choose a Role I-ct-27 5.32 Roles People Play I-ct-28	1.10 Who Am I? 1.11 Roles II-PF-3 Supplements 1.11 On Stage II-pf-2 1.11 Your School Is a Stage II-pf-3 1.11 What's Your Role II-pf-4 1.11 Playing a Role II-pf-5 1.11 Role Cards II-pf-6	

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: III PERSONAL DEVELOPMENT WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
B. Goals 1. Definition 2. Types of goals a. long term b. short term	2.0 MANAGEMENT 2.30 Communicating 2.31 Communicating Goals I-M-16 Supplements 2.31 What's Your Goal? I-m-25 2.31 What Do I Want? I-m-26 2.31 What's Your Goal? I-m-25 2.31 Sharing Goals I-m-27	2.0 MANAGEMENT 2.20 Goals 2.20 What Are My Goals? II-M-7 Supplements 2.21 Identifying Goals II-m-11 2.21 Magic Moments II-m-15 2.21 My Goals II-m-16 2.21 Goals I. Q. II-m-17 2.20 How Values Influence Goals I-M-9 Supplements 2.22 Linking Your Values to Your Goals II-m-18	

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: III PERSONAL DEVELOPMENT WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	2.40 Using Numbers 2.42 Ranking Goals and Values I-M-23 Supplements 2.42 Ranking Goals and Values I-m-31 2.42 Graphing Values I-m-32 2.42 Graphing Values I-m-33	2.22 Goal Role Play II-m-19 2.22 Name That Value II-m-20 2.20 Setting Goal Priorities II-M-11 Supplements 2.23 Mary's Dilemma II-m-22 2.23 Ranking Goals II-m-23 2.23 Goal Mobile II-m-24	

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: III PERSONAL DEVELOPMENT WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
C. Appearance and You 1. Elements of personal appearance a. definition/grooming b. clothing c. personal hygiene d. behavior/mannerisms	5.30 Communicating 5.31 First Impressions I-CT-17 Supplements 5.31 Clothing Talks Case Studies I-ct-26 5.10 Reading 5.10 Reading Terminology and Symbols I-CT-9 Supplements 5.14 Glossary I-ct-16	5.10 Clothing and Self 5.10 Clothing and Self II-CT-3 Supplements 5.11 If the Shoe Fits ... II-ct-2 5.11 My Clothes Line II-ct-3 5.11 Do Your Clothes Reflect the Real You? II-ct-4 5.11 To be a Fashion Leader or Follower II-ct-5	5.10 Grooming 5.11 Responsibility for Grooming III-CT-4 Supplements 5.11 Be a Winner .... Be Well Groomed III-ct-2 5.11 Lasso a Good Appearance III-ct-3 5.11 My Grooming Habits III-ct-5 5.12 Grooming Skills III-CT-7

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: III PERSONAL DEVELOPMENT WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
2. Responsibilities of personal appearance a. personal hygiene b. clothing first aide (1) buttons - sewthrough (2) hem repair (3) seam repair	5.10 Reading 5.12 Reading Directions I-CT-5 Supplements 5.12 Button, Button, Sew on a Button I-ct-11		Supplements 5.12 Gilbert's Grooming Game III-ct-6 5.12 Grooming Word Search III-ct-11 5.30 Responsibility for Clothing Care 5.34 Repairs III-CT-25 Supplements None

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: II KITCHEN BASICS WV: 3.0 FOODS / NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
I. Introduction II. Kitchen Basics A. Basic Kitchen Safety	<u>3.10 Reading</u> 3.14 Reading Directions I-FN-15 Supplements None 2.0 MANAGEMENT <u>2.50 Perceiving</u> 2.52 Perceiving Problems I-M-30 Supplements 2.52 Careless Carrie I-m-41		<u>3.20 Self-Sufficiency in the Kitchen</u> 3.21 Kitchen Safety III-FN-13 Supplements 3.21 Home Safe Baseball III-fn-10 <u>3.20 Self-Sufficiency in the Kitchen</u> 3.20 Care and Use of Equipment III-FN-15 Supplements None

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: II KITCHEN BASICS WV: 3.0 FOODS / NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
B. Sanitation Skills 1. Personal 2. Equipment 3. Kitchen			3.20 Self-Sufficiency in the Kitchen 3.21 Food Safety and Sanitation III-FN-18 Supplements 3.23a Hello Jello III-fn-13 3.21 Food Safety and Sanitation III-FN-20 Supplements 3.23b Safe Temperatures III-fn-14

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: II KITCHEN BASICS WV: 3.0 FOODS / NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
C. Kitchen Measurements 1. Four forms of ingredients a. liquid b. dry c. solid d. semi-solid			3.30 Working with Others 3.31 Food Safety and Sanitation III-FN-26 Supplements 3.31 Food Safety and Sanitation III-fn-18 3.10 Food Supply 3.12 Food Forms III-FN-5 Supplements None

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: II KITCHEN BASICS WV: 3.0 FOODS / NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
2. Measuring equipment a. measuring tools (1) liquid measuring cups (2) nested measuring cups (3) measuring spoons b. measuring helpers (1) rubber spatulas (2) metal spatulas	<u>3.10 Reading</u> 3.10 Reading Terminology I-FN-17 Supplements 3.15 Scavenger Hunt: Tools of the Trade I-fn-12 3.15 Cooking Lingo I-fn-13 <u>3.40 Using Numbers</u> 3.40 Measuring Weights and Volumes I-FN-43 Supplements None		<u>3.20 Self-Sufficiency in the Kitchen</u> 3.22 Care and Use of Equipment III-FN-15 Supplements None

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: II KITCHEN BASICS WV: 3.0 FOODS / NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
3. Measuring abbreviations and equivalents a. basic measuring abbreviations (1) T., Tbs., Tbsp. - Tablespoon (2) t., tsp. - Teaspoon (3) C., c. - cup (4) stick measure b. basic measuring equivalents (1) one cup equivalent in tablespoons (2) one tablespoon equivalent in teaspoons (3) use of fractions to measure 3/4 c., 2/3 c., & 1/8 c.	<u>3.40 Using Numbers</u> 3.40 Measuring Weights and Volumes I-FN-43 Supplements 3.43a Measurements and Equivalents No. 1 I-fn-37 3.43a Measurements and Equivalents No. 2 I-fn-38 3.43a Equals I-fn-39 <u>3.10 Reading</u> 3.10 Reading Terminology I-FN-17 Supplements 3.15 What's My Nickname I-fn-17		

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: II KITCHEN BASICS WV: 3.0 FOODS / NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
4. Measuring techniques a. liquid ingredients b. dry ingredients c. semi-solid ingredients d. solid ingredients e. counted ingredients	3.40 Using Numbers 3.40 Measuring Weights and Volumes I-FN-43 Supplements None		
D. Learning to Use a Recipe 1. Definition 2. Parts of a recipe a. ingredients b. directions 3. Interpreting and following directions 4. Recipe terminology a. mix b. stir c. pre-heat d. bake	3.10 Reading 3.13 Reading Recipes I-FN-12 Supplements 3.13 Recipe Slueth I-fn-10 3.14 Reading Directions I-FN-15 Supplements 3.14 Read Any Good Boxes Lately? I-fn-11		

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: II KITCHEN BASICS WV: 3.0 FOODS / NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	3.15 Reading Terminology I-FN-17 Supplements 3.15 Scavenger Hunt: Tools of the Trade I-fn-12 3.15 Cooking Lingo I-fn-13 3.15 Alpha Maze I-fn-14 3.15 Cooko I-fn-15 3.15 Find a Term I-fn-16		

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: II KITCHEN BASICS WV: 3.0 FOODS / NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
E. Lab Experience Using the Management Process 1. Time Management 2. Working with Others 3. Organization 4. Equipment a. select the proper equipment b. use the equipment properly c. student accountability for the equipment used 5. Following lab instructions 6. Food preparation 7. Evaluation F. Practical Application of Cooking Skills	3.30 Communicating None		3.30 Working with Others 3.32 Teamwork III-FN-28 Supplements 3.32 The Sloppy Joes III-fn-19 3.32 The Tidy Bowls III-fn-20 3.32 Battle at Gas Range III-fn-21 3.20 Self-Sufficiency in the Kitchen 3.24 Simple Preparation III-FN-23 Supplements 3.24 The Cook's Special III-fn-17

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V CONSUMER EDUCATION WV: 4.0 CONSUMER EDUCATION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
A. Who is a Consumer? B. Why Buy? 1. Needs 2. Wants C. Consumer in the Market Place 1. Behavior 2. Expectations	4.30 Communicating 4.32 Communicating with Salespeople I-CE-19 Supplements 4.32 What Should I Do? I-ce-40 4.32 Keys to Communicating with Salespeople I-ce-41 4.32 Your Courtesy Is Showing I-ce-42	4.10 Why Buy? 4.11a Needs and Wants II-CE-3 Supplements 4.11a Why Buy? II-ce-2 4.11a What Made You Buy It? II-ce-4 4.20 Consumer Decisions 4.21 To Buy or Not to Buy II-CE-5	4.20 Consumer Responsibility 4.24 Courteous Shopping Behavior II-CE-22 Supplements 4.24 Me as a Shopper II-ce-21 4.24 Shopper Role Play III-ce-22 4.24 Traffic Tips for Shoppers III-ce-23

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V CONSUMER EDUCATION WV: 4.0 CONSUMER EDUCATION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	4.10 Reading 4.14 Reading Stories of Consumer Experiences I-CE-10 Supplements 4.14 Susan's Stereo Struggle	Supplements 4.11b Needs - Wants II-ce-5 4.11b Needs Come First II-ce-6 4.11b Westward Ho! II-ce-7 4.11b Beat the Flood II-ce-9 4.11b How About You? II-ce-10	

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS / AREAS LC: IV CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
A. Use of Equipment 1. Cutting equipment a. shears b. scissors 2. Measuring equipment a. rule b. tape measure 3. Marking equipment a. tracing tool b. tracing paper 4. Pressing equipment a. iron b. ironing board 5. Hand sewing equipment a. needle b. straight pins	5.10 Reading 5.14 Reading Terminology and Symbols I-CT-9 Supplements 5.14 Name That Term I-ct-24		5.40 Construction Skills 5.41a Use of Equipment III-CT-27 Supplements 5.41a Tools of the Trade III-ct-32 5.41a Tools of the Trade Crossword Puzzle III-ct-34 5.41a Sewing Bingo III-ct-36 5.41a Small Sewing Equipment Word Find III-ct-38 5.41a Match Game III-ct-39

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS / AREAS LC: IV CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
B. Safety Procedures	2.0 Perceiving 2.52 Perceiving Unsafe Conditions Supplements None		5.41b Use of Equipment III-CT-28 Supplements 5.41b Score with Sewing III-ct-43 5.40 Construction Skills 5.41c Use of Equipment III-CT-29 Supplements 5.41c Mrs. Carney's Careless Class III-ct-44 5.41c Safe Sewing III-ct-44

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS / AREAS LC: IV CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
C. Steps of Construction 1. Following directions	5.0 Reading 5.12 Reading Directions I-CT-5 Supplements 5.12 Can You Follow Directions I-ct-8 5.12 Neat as a Pin Cushion I-ct-9 5.12 Button, Button, Sew on a Button I-ct-11		
2. Use of a pattern a. layout b. cutting c. marking	5.0 Reading 5.14 Reading Terminology and Symbols I-CT-9 Supplements		5.40 Construction Skills 5.43 Cutting and Marking III-CT-33 Supplements

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS / AREAS LC: IV CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
3. Sewing skills	5.14 Glossary I-ct-16 5.14 Clothing Word Block I-ct-19 5.14 Concentration in Clothing I-ct-20		5.43 Pattern Layouts III-ct-46 <u>5.40 Construction Skills</u> 5.44 Making and Pressing a Seam III-CT-35 5.45 Finishing III-CT-37 Supplements 5.45 Sewing Project III-ct-47

TEEN LIVING - GRADE 6

HOME ECONOMICS EDUCATION

UNITS / AREAS LC: IV CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
4. Project a. decorative stitching (1) satin (2) outline or b. other as chosen by school			BANK IV Exploratory 5.3 Creative Sewing IV-CT-8 5.6 Wall Hanging IV-CT-20 Supplements 5.6 Burlap Wall Hanging IV-CT-22 5.8 Pillow Creations IV-CT-31 Supplements 5.8 Handkerchief Pillows IV-CT-33 5.8 Football Pillow IV-CT-34

CAREER INFUSION

CAREER EDUCATION INFUSION PROJECT
Loudoun County Public Schools
Grades 6 - 8

Program - Home Economics

Career Education Objective	Subject/Grade	Curriculum Guide	Units
1. The student will gain reinforcement of career and self-awareness concepts (decision-making; self-awareness; work attitudes, perceptions without biases) initiated in the early childhood grades through appropriate experiences.	Home Economics/6	Teen Living	Personal Development
			Consumer Education
			Foods - Lab Experiences Using the Management Process.
	Home Economics/7	Teen Living	Personal Development/Family Relations
			Consumer Education
			Management
			Foods - Lab Experiences Using the Management Process.
	Home Economics/8-9	Life Management Skills I	Business Aspects of Babysitting
			Personal Development/Family Relations
			Clothing/Foods - Lab Experiences Using the Management Process
			Food Choices
			Exploring Entrepreneurship

Career Education Objective	Subject/Grade	Curriculum Guide	Units
2. The student will identify some personal interests, aptitudes and values.	Home Economics/6-8	Teen Living 6 Teen Living 7 Life Management Skills I	It is important to emphasize that the entire middle school curriculum is designed so that students can explore many aspects of Home Economics. Through this process, students are able to identify areas of interest, aptitude and values.
3. The student will relate the world of study to the world of work; and 5. The student will acquire knowledge about occupations, work settings and life styles.	Home Economics/7	Teen Living	Careers Related to: Personal and Family Relations Consumer Education Management Foods Clothing/Textiles
	Home Economics/8-9	Life Management Skills I	Business Aspects of Babysitting How to be Your Best Entertaining Guests Lab Experiences Using the Management Process Exploring Entrepreneurship Exploring Home Economics Related Careers

Career Education Objective	Subject/Grade	Curriculum Guide	Units
4. The student will begin to classify occupations within career clusters and become familiar with several clusters.	Home Economics/8-9	Life Management Skills I	Exploring Home Economics Related Careers
7. The student will begin to relate some of the subject matter learned in school to his/her future role as a citizen, worker, consumer, parent, neighbor, and guardian of human rights and of the environment.	Home Economics/6-8	Teen Living 6 Teen Living 7 Life Management Skills I	This career education objective relates directly to one of the goals for the Home Economics Program. The information and skills taught are directed toward daily living and work skills in order to prepare students for the various roles they hold now and those they will hold as adults.
8. The student will begin to recognize the relationship of productive work to the economy and to his/her personal welfare.	Home Economics/8-9	Life Management Skills I	Business Aspects of Babysitting Exploring Entrepreneurship Clothing/Foods - Lab Experiences Using the Management Process

RESOURCES

RESOURCES

Discovering Foods, second edition. Helen Kowtaluk. Glenco Publishing Co., 1982.

Discovering Foods, Teacher's Guide. Connie Sasse. Glenco Publishing Co.

Discovering Foods, Student Guide. Connie Sasse. Glenco Publishing Co.

Today's Teen. Kelly and Eubanks. Glencoe Publishing Co., 1988.

Today's Teen, Teacher's Resource Book. Kelly and Eubanks. Glenco Publishing Co., 1988.

Today's Teen, Student Workbook. Kelly and Eubanks. Glenco Publishing Co., 1988.

BASE: Personal Development/Family Relations. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.

BASE: Management. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.

BASE: Foods and Nutrition. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.

BASE: Consumer Education. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.

BASE: Clothing/Textiles. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.